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ABSTRACT

The purpose of this practicum was to assess the needs of the public concerning the need for information about federal programs and to develop a brochure that would supply this needed information. The needs assessment was conducted in three Florida school districts. The needs identified in the assessment were used to develop a brochure. A survey suggests that the brochure may be useful in other school districts to increase the substantive knowledge of the public concerning the federal programs. (Author)

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Improving Public Relations of Federally Funded Programs

by

C. Ottis Houston

A Maxi II Practicum submitted in partial fulfillment of the requirements for the degree of Ed.D., Nova University

Gainesville, Florida Cluster
Dr. Jack Christian, Coordinator

Maxi II Practicum
April 1975

EA 008 850

A B S T R A C T

The purpose of this Maxi II practicum was to assess the needs of the public concerning the need for information about federal programs and develop a brochure that would supply this needed information. The needs assessment was conducted in three Florida school districts. The needs identified in the assessment were used to develop a brochure. A post survey suggests that the brochure may be useful in other school districts to increase the substantive knowledge of the public concerning federal programs.

I N T R O D U C T I O N

As stated in the proposal, the purpose of this practicum was to develop materials that would assist in informing the public about federally funded educational programs. Although a change in attitude is likely to be a result of increasing the substantive knowledge of the public concerning federal programs, it was not the central purpose. It was expected that an increase in substantive knowledge will result in improved public relations, thereby, gaining support for these programs.

A needs assessment was conducted in three medium sized Florida counties to determine the extent of knowledge of the public about the five selected federal programs. The results of this assessment were used in developing materials for use with the public.

The brochure included information about ESEA Title I, ESEA Title II, ESEA Title III, National Defense Act, and Federal Impact. These materials were made available to a selected sample of the public to evaluate the effectiveness of these materials in achieving the stated purpose.

The post survey included the same population as the needs assessment. The School Advisory Council members were selected in each of the three Florida counties to obtain their opinions concerning the effectiveness of the brochure.

The overall conclusion was that the materials provided the needed information to increase the knowledge of the public about federally funded educational programs.

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CHAPTER I

THE PROBLEM, LIMITATIONS, AND CRITERIA OF SUCCESS OF THE PRACTICUM

The Federal Government is big business. Along with big business comes a lot of "red tape" or paperwork to justify any expenditure of funds provided by the Federal Government. After the passage of the Elementary and Secondary Education Act of 1965, a tremendous amount of money became available for funding a variety of educational programs. These billions of dollars made available for educational programs, coupled with other funds already being utilized for these purposes, have created in the minds of many Americans questions and doubts that have caused problems in many local school districts. It was these questions and doubts that precipitated this practicum.

1. THE PROBLEM

Statement of the problem. It was the purpose of this practicum (1) to measure the amount of substantive knowledge of the public concerning federal programs; (2) to develop public relations materials to inform the public about federal programs based on the needs identified in the needs assessment questionnaire; (3) to use these materials with the public to see if this information increased their substantive knowledge about federal programs; and (4) to make these materials available to other school districts for their possible use.

It was the premise of this practicum that if the public is informed about the purposes for which federal funds are being spent the public is more inclined to support the expenditure of these funds.

Importance of the practicum. Nearly ten years have passed since the passage of the Elementary and Secondary Education Act of 1965. During this time local school districts have placed informing the public about federal programs in low priority. A very small percentage of these funds have gone to programs that would assist the public in understanding why these funds are being spent, who are the recipients of these services, and what benefits are derived from the expenditure of these funds.

The public questions the expenditure of federal funds for educational purposes. In many areas the public thinks of federal funds only in terms of forced busing and desegregation of schools. The public has the conception that the Federal Government is trying to take over the local school system. Generally, the public is suspect of the Federal Governments involvement in the education of boys and girls. A stigma is attached to these funds because the public has little or no knowledge about federal funds and how they are used in the educational programs.

II. LIMITATIONS OF THE STUDY

Substantive knowledge. This practicum has been limited to the measurement of the substantive knowledge of the public concerning federal programs. It was felt that this need must be met before any other area

of emphasis was attempted. There are several side effects that could result from a practicum of this nature. Passage of more bond issues and millage elections, increased acceptance of the non-federally funded programs, and increased morale among instructional personnel are a few examples.

Change in attitude. With an increase in substantive knowledge it was anticipated there would be a change in attitude. Although a measure of a change in attitude, per se, was not intended, a change in attitude would effect the responses of the individuals sampled with the needs assessment questionnaire. No attempt will be undertaken to separate the two issues in this practicum.

III. CRITERIA OF SUCCESS

There were two criteria used to determine the success of the practicum. The practicum was considered successful if (1) there were significant differences (at .10 confidence level) in the positive increase as indicated by a comparison of the results on the needs assessment and the post survey; and (2) seventy-five percent of those surveyed were to indicate an opinion of 7 or higher on the scale of 1 - 10, with 10 being the highest, in response to the brochure.

CHAPTER II

THE PROCEDURE

The procedure in this practicum involved working with personnel in three Florida school districts. These districts were chosen because of their geographical location throughout the state, the similarity in school population, the similarity in educational problems, and their willingness to cooperate in the study.

I. NEEDS ASSESSMENT

Purpose of the needs assessment. The purpose of the needs assessment was to determine the areas in which the public needed information relative to federal programs. A needs assessment requires four statements, each answering one of the following questions:

a) What is expected?
b) What currently exists?
c) What is the discrepancy?
d) What strategy is intended to remove the discrepancy?

The needs assessment conducted in this practicum presents information that will assist in answering these four questions. The results of the needs assessment will be presented in a later section of this document.

Preparing the questionnaire. A questionnaire was prepared to assist in surveying the public to answer the question, "What currently exist?" It was anticipated, after working several years with federal programs, that the public had little or no information about the use of federal funds in the local educational programs. The desire to increase the knowledge must be based on factual information, not speculation alone. One or more questions were developed to measure the knowledge of the public about each federal program. Additional space was provided for the respondent to make suggestions and/or comments to further clarify the

desire for additional information. (See Appendix A)

A letter was mailed with each questionnaire explaining the purpose of the survey. Those surveyed were assured that their response would be treated confidentially.

Each person surveyed received a postage-paid, self-addressed envelope in which to return the completed questionnaire.

Before the final draft of the questionnaire was made it was given to several individuals for their response. Adjustments were made where needed.

When needs assessment was conducted. The initial questionnaire was mailed during October 1974. The majority of the replies were received within the first two weeks after the mailing date. Other completed questionnaires were received for four more weeks. At that time the results were tabulated and an analysis was made of the data. This analysis determined the discrepancy between "What is expected?" and "What currently exists?"

Where needs assessment was conducted. Three Florida school districts were chosen in which to conduct the survey. These districts were Columbia, Hernando, and Highlands counties. (See Appendix B) Columbia County represents North Florida; Hernando County represents Central Florida; and Highlands County represents South Florida. These counties have approximately the same number of students. A letter of inquiry was mailed to the superintendent of the three counties asking for their cooperation in this project. These three counties were willing to cooperate, thereby, giving enough for

a sample of the state to conduct the survey.

Who was involved in needs assessment. There are many ways a sample can be selected to use in conducting a needs assessment. The procedure may be very sophisticated as those used in presidential elections to declare a winner long before the polls close. Another procedure may involve a personal interview which requires a lot of time and effort. A much less involved procedure is one in which a questionnaire is mailed to a select group of people. The latter was the procedure used in this practicum. The select group of people consisted of the Advisory Council members of each of the three counties. These councils are required by law in Florida. These councils were chosen since they were already in existence and were willing to serve in this capacity. The 1973 Legislature mandated these Advisory Councils to assist in the evaluation of the educational programs of the individual schools. This assigned task was very similar to the problem identified in this practicum. It was logical to use these Advisory Councils for this survey.

Size of sample for polling opinion. Research studies have shown that a surprisingly small sample will serve as a basis to adequately predict the results from the total population. The size of the sample depends on how much error can be tolerated and the amount of detail desired as a result of the survey. The table on the following page, provided by Hedlund[1] was used as a guide in determining the sample size.

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[1]Paul A. Hedlund, "Measuring Public Opinion on School Issues" (unpublished EdD project, Teachers College, Columbia University, 1947), p.23.

TABLE I

Size of sample for polling opinion.

Range of error (Level of Confidence)	Estimated Division of Opinion 80% - 20%	65% - 35%	50% - 50%
1%	6,147	8,740	9,604
5%	246	350	385
10%	62	88	97

From this table it can be seen, for example, that a representative sample of 385 would provide the investigator with information relative to the entire population within 5% of the true figure.

A group of 150 was chosen to sample for the purposes of this practicum. A range of error of 10% could easily be tolerated to get feedback from the public.

Results of the needs assessment. The data compiled from the needs assessment was kept separate for each of the counties. This would enable the investigator to make a judgement about which materials would be appropriate to share with these school districts and other school districts of a similar nature.

A summary of the data was also produced for the three school districts. The public relations materials were based on this summary information. The responses to the open ended questions were grouped and summarized.

Implications of the needs assessment. The needs assessment was used

to determine the kind of information that was included in the public relations materials. Since the materials are being developed to be used in different school districts the information derived from the needs assessment was analyzed for its relative importance to the total end product.

II. THE BROCHURE

Even though federal aid to education has been in existence for a number of years the public does not understand the role of this aid in conjunction with the local educational program. Efforts have been made to a limited degree in the past. These efforts have not been extensive. Nor have the efforts been aimed at the average person. The materials have been of a technical nature and not in layman's language so that the average person can understand. This is difficult task since the nature of the role of the Federal Government is technical.

The brochure was the strategy employed to overcome the discrepancy that was identified in the analysis of the data from the needs assessment.

Selection of federal programs. Practically every educational program in existance in the United States is eligible for federal assistance either directly or indirectly. To attempt to prepare a brochure to cover all of these programs would be an overwhelming task. Therefore, the five major federal programs that provide funds for educational programs in Columbia County were selected for this brochure. This selection does not attempt

in any way to evaluate the desirability of these programs or other programs in existance in other counties. Priority among these programs is not intended in the order in which they are presented in the publication.

Format used in the brochure. The format for the brochure was selected following the analysis of the data from the needs assessment. It was determined to be necessary, by the practicum participant, that the law whould be stated as a source of the legal basis for the federal program. The concluding statement was also the idea of the practicum participant. Other headings were selected to provide information needed by those sampled with the questionnaire. (See Appendix C)

The eleven-page printed brochure included a descriptive cartoon about each program. Credit is given to the artist of the original cartoons in the Acknowledgements.

Off setting the printing gave easy accessibility to the individual programs. This off-set format provided differing amounts of space. The longer programs were able to be printed on two pages and the shorter programs were printed on two pages.

Involvement of personnel from the Florida Department of Education. A knowledgeable person from the Department of Education was identified in each of the federal program areas. This person was given a copy of the material prior to printing and asked to respond to the accuracy of the information. They were also given the opportunity to make additional comments and/or suggestions that would improve the brochure. Each person

responded to this request. (See Appendix D) The revisions suggested by the Department of Education personnel were incorporated into the report before it went to press.

III. THE TAPES

A cassette tape was prepared on each of the federal programs. These tapes followed the same general format developed for the brochure. A question and answer approach was used to reply to the concerns identified in the needs assessment.

The material used in the tapes had undergone a test by knowledgeable people at the Florida Department of Education (See Appendix D) to determine adequacy of information and local school personnel had responded to the information, therefore, further testing of the material in the tapes was deemed unnecessary. To get feedback on the quality of the recording two people were asked to listen to the tapes and give verbal responses. This feedback was supportive and no changes were made in the tapes.

Since the tapes were to be used without a controlled audience no procedure was developed to gather information to be used in the evaluation.

Copies of these tapes were made available to local radio stations to use in their general programing.

IV. POST SURVEY

Purpose of the post survey. The purpose of the post survey was to gather data concerning the adequacy of the public relations materials in meeting the needs of the public identified in the needs assessment. The brochure was the strategy used to overcome the discrepancy identified from

an analysis of the data in the needs assessment. A post survey was conducted to see if this brochure would be adequate in furnishing information to overcome the discrepancy.

Preparing the post survey questionnaire. The post survey was prepared very much like the needs assessment questionnaire. The open ended questions were not included. A scale of 1 (low) to 10 (high) was added to assist those surveyed in evaluating the brochure. (See Appendix E)

When post survey was conducted. A questionnaire, letter of explanation, self-addressed stamped envelope, and the brochure were mailed the third week of March of 1975. A request was made in the letter explaining the survey that the goal was 100% return in seven days. This request was made in an attempt to get more responses earlier than the original survey.

Where post survey was conducted. The same three Florida school districts were used for the post survey as were used in the needs assessment.

Who was involved in post survey. Members of the School Advisory Councils were used in the post survey. Approximately 50 members were identified in each of the three Florida school districts to be used in the post survey. This provided a total of 150 persons.

Results of the post survey. Very few responses were received during the first seven days after the mailing of the questionnaire even though a request was made for an early return. Easter vacation was included in this seven days which could account for a slow return. The second week brought the bulk of the responses.

The results were compiled as the questionnaires were received. A summary of the data was made for each school district prior to analyzing the data.

CHAPTER III

THE QUESTIONNAIRE RESULTS

How people feel toward a situation or an event is a fact. This must be acknowledged even though it is true that the opinion may not be based on or consistent with facts, or objective and verifiable information. This is the position accepted by the writer of this practicum. The results of the questionnaire will be summarized and analyzed in keeping with this philosophy.

The data for each of the surveys will be presented separately by question for each of the three school districts and a combined total for the three school districts. A summary of the open-ended questions will be given here. A complete set of data may be found in Appendix F.

I. NEEDS ASSESSMENT QUESTIONNAIRE

The first question of the needs assessment questionnaire related to ESEA, Title I.

TABLE II

I. Are you aware of the area of emphasis of the Title I program in your local school district?

Columbia County	Yes	64%	No	36%
Hernando County	Yes	38%	No	62%
Highlands County	Yes	33%	No	67%
Total	Yes	49%	No	51%

Columbia County, with a positive response of sixty-four percent,

has a much larger percentage of people who know what Title I is than the other counties. Of the five federal programs being used in this survey, Columbia County has by far the greatest percentage of yes answers on Title I. Forty-nine percent of the people surveyed in the three counties said they knew the emphasis of Title I. Again, this is the largest percentage of positive answers of the five programs being studied.

TABLE III

II. Do you understand (the procedure) how a school becomes a Title I target school?

Columbia County	Yes	32%	No	68%
Hernando County	Yes	31%	No	69%
Highlands County	Yes	22%	No	78%
Total	Yes	30%	No	70%

Question number two relates, also, to Title I. With seventy percent of the people responding negatively indicates that an overwhelming percentage of the people do not understand how a school becomes a target school for Title I purposes. No school district came near the fifty percent level of positive answers, while Highlands County was very low at twenty-two percent.

TABLE IV

III. Is participation in Title I in your school district limited to the poor?

Columbia County	Yes	14%	No	27%	Don't know	59%
Hernando County	Yes	25%	No	19%	Don't know	56%
Highlands County	Yes	56%	No	22%	Don't know	22%
Total	Yes	26%	No	23%	Don't know	51%

One of the areas generally confused when Title I is discussed is that the program is for the poor only. Question number three indicates, when yes and don't know percentages are combined, that seventy-seven percent of the people think that Title I programs are limited to the poor.

TABLE V

IV. Are you aware of the emphasis of the Title II program in your local school district?

Columbia County	Yes	23%	No	77%
Hernando County	Yes	25%	No	75%
Highlands County	Yes	11%	No	89%
Total	Yes	21%	No	79%

Question number four measures the awareness of the public toward Title II programs. An overwhelming percentage of those surveyed did not understand the area of emphasis of Title II. Highlands County with only eleven percent positive answers indicates the lowest understanding of Title II of the three counties surveyed.

TABLE VI

V. Are you aware of the restrictions placed on school districts who participate in Title II?

Columbia County	Yes	5%	No	95%
Hernando County	Yes	19%	No	81%
Highlands County	Yes	11%	No	89%
Total	Yes	11%	No	89%

Columbia County, with only five percent positive responses, has the lowest response of any of the questions in the survey. An overall response

of eleven percent indicates that most people do not understand the restrictions placed on school systems to participate in Title II.

TABLE VII

VI. Are you aware of the emphasis of Title III programs nationwide?

Columbia County	Yes	14%	No	86%
Hernando County	Yes	13%	No	87%
Highlands County	Yes	11%	No	89%
Total	Yes	13%	No	87%

The percentage of negative responses, an indication of lack of understanding of Title III programs nationwide, ranged from eighty-six percent in Columbia County to eighty-nine percent in Highlands County. This is the shortest span between the counties of any data gathered in the needs assessment survey.

TABLE VIII

VII. The Russians orbited a satellite (Sputnik I) around the earth before the United States. In your opinion was this enough reason to begin a nationwide federally assisted program in science and math?

Columbia County	Yes	41%	No	59%	
Hernando County	Yes	56%	No	38%	(one no response)
Highlands County	Yes	33%	No	56%	(one no response)
Total	Yes	45%	No	51%	

Question number seven related to the support for the National Defense Education Act (NDEA). The response was about evenly split between the supporters and those that opposed the expenditure of funds by the United States Government to enhance the teaching of science and math for security purposes.

TABLE IX

VIII. Do you feel additional federal funds should be obtained by your local school district?

Columbia County	Yes	64%	No	36%
Hernando County	Yes	81%	No	19%
Highlands County	Yes	78%	No	22%
Total	Yes	72%	No	28%

Columbia County had the lowest percentage of those surveyed indicating they were in favor of obtaining additional federal funds. A high of eighty-one percent in favor of obtaining additional federal funds was recorded in Hernando County. Seventy-two percent of those surveyed indicated they were in favor of receiving more federal aid for educational purposes.

TABLE X

IX. Are you now or have you ever been concerned about the Federal Government placing excessive restrictions on your local school district?

	NOW (1974)				BEFORE (Five years ago)			
Columbia County	Yes	68%	No	18%	Yes	59%	No	9%
Hernando County	Yes	69%	No	31%	Yes	31%	No	31%
Highlands County	Yes	56%	No	33%	Yes	78%	No	22%
Total	Yes	66%	No	26%	Yes	53%	No	19%

Question number nine measured the concern of the public about the Federal Government's excessive restrictions on local school districts. Even though there were several questionnaires that did not include a response to both items it is evident that the public has concern that too many restrictions are placed on the local school district. An increase from fifty-three percent five years ago to sixty-six percent in 1974 indicates that the concern is increasing rather than decreasing.

TABLE XI

X. In your opinion, what percent of the people in your school district support the use of federal funds for education?

Columbia County	0 - 25%	9%	26 - 50%	27%
	51 - 75%	45%	76 - 100%	9%
Hernando County	0 - 25%	6%	26 - 50%	25%
	51 - 75%	56%	76 - 100%	6%
Highlands County	0 - 25%	11%	26 - 50%	22%
	51 - 75%	44%	76 - 100%	22%
Total	0 - 25%	9%	26 - 50%	26%
	51 - 75%	49%	76 - 100%	11%

(Some responses included no opinion)

Support for federal aid to education was measured in question number ten. Forty-nine percent of those surveyed indicated 51 - 75% of the people support federal aid to education; eleven percent indicated 76 - 100% of the people support federal aid and; thirty-five percent of the public believe less than half of the public support federal aid to education.

TABLE XII

XI. The Federal Government does not pay local property taxes on property owned within the school district. Are you familiar with the program to compensate for local taxes?

Columbia County	Yes	14%	No	86%
Hernando County	Yes	6%	No	94%
Highlands County	Yes	11%	No	89%
Total	Yes	11%	No	89%

Only eleven percent of the public is familiar with programs whereby the local school district is compensated by the Federal Government for not paying local property taxes. A high of ninety-four percent in Hernando

County and a low of eighty-six percent in Columbia County indicated they did not know about the program used to compensate local school districts for federally owned property not on the local tax rolls.

TABLE XIII

XII. In your opinion, what is the greatest need of federally funded educational programs in your local school district?

Response	Number of responses
Building program	10
Improve reading	9
Improve public relations	4
Improve math	3
Vocational programs	3
Basic teaching	2
Media resources	2
More teachers	2

Only the eight areas with the largest number of responses are given here. These are shown in priority determined by the most responses. The top three show the concern of the public toward providing adequate housing for educational programs, the national and state emphasis on reading, and the concern of the public to improve public relations of federal programs. Many of the respondents did not answer this question. A complete list of responses may be found in Appendix F.

TABLE XIV

XIII. In your opinion, what is wrong with federally funded educational programs in your local school district?

Response	Number of responses
Public relations	10
Nothing wrong	4
Too much paper work	3
Too many guidelines	2

This summary shows only the top four responses in priority. Public relations was the area most people found lacking. Many of the respondents gave no answer to this question. A complete set of responses may be found in Appendix F.

TABLE XV

XIV. Please make any additional remarks about federal aid to education that you wish to make.

Response	Number of responses
Lack of public knowledge	5
Support of federal programs	4
Waste in federal programs	4

When asked to make any additional comments, the respondents placed a lack of knowledge by the public in the number one position. This was followed very closely by support for federal programs and a charge that federal programs provide considerable waste in funds. Many of the respondents did not answer this question. A complete set of responses may be found in Appendix F.

II. POST SURVEY QUESTIONNAIRE

The results of the post survey are presented in the same format as the needs assessment results for ease of comparison.

TABLE XVI

I. Are you aware of the area of emphasis of the Title I program in your local school district?

Columbia County	Yes	84%	No	16%
Hernando County	Yes	80%	No	20%
Highlands County	Yes	56%	No	44%
Total	Yes	77%	No	23%

Columbia County, with a positive response of 84%, and Hernando County, with a positive response of 80%, show a much higher percentage of participant awareness of Title I after receiving the brochure. The responses from Highlands County indicate that only 56% of the participants understand the ares of emphasis of Title I.

TABLE XVII

II. Do you understand (the procedure) how a school becomes a Title I target school?

Columbia County	Yes	89%	No	11%
Hernando County	Yes	87%	No	13%
Highlands County	Yes	67%	No	33%
Total	Yes	84%	No	16%

After receiving the brochure the respondents from Columbia County and Hernando County indicated an 89% and 87%, respectively, understanding of the procedure by which a school becomes a Title I school. Highlands County, with 67% is 20 percentage points below Hernando County in positive responses to this item.

TABLE XVIII

III. Is participation in Title I in your school district limited to the poor?

Columbia County	Yes	16%	No	84%
Hernando County	Yes	0%	No	100%
Highlands County	Yes	22%	No	78%
Total	Yes	12%	No	88%

Those persons responding to the questionnaire from Hernando County indicate a positive response of 100% to this item relating to participation in Title I. Columbia County, with 84%, and Highlands County, with 78%, show that the participants have a good understanding that the Title I

program is not limited to the poor.

TABLE XIX

IV. Are you aware of the emphasis of the Title II program in your local school district?

Columbia County	Yes	79%	No	21%
Hernando County	Yes	80%	No	20%
Highlands County	Yes	44%	No	56%
Total	Yes	72%	No	28%

An overwhelming percentage of those surveyed in Columbia and Hernando Counties indicated an understanding of the emphasis of Title II programs in their respective counties. The respondents from Highlands County indicated that only 44% understood the emphasis of Title II.

TABLE XX

V. Are you aware of the restrictions placed on school districts who participate in Title II?

Columbia County	Yes	95%	No	5%
Hernando County	Yes	73%	No	27%
Highlands County	Yes	67%	No	33%
Total	Yes	81%	No	19%

Columbia County, with 95% positive responses, has the highest percentage of respondents who indicate an awareness of the restrictions placed on school districts who participate in Title II. Hernando and Highlands Counties have a positive response of 73% and 67%, respectively.

TABLE XXI

VI. Are you aware of the emphasis of Title III programs nationwide?

Columbia County	Yes	84%	No	26%
Hernando County	Yes	73%	No	27%
Highlands County	Yes	56%	No	44%
Total	Yes	70%	No	30%

Seventy percent of those responding from the three counties indicated an awareness of Title III programs nationwide. Columbia County had 84% positive responses, the highest of the three counties. Only slightly over half, 56%, from Highlands County indicated an awareness of Title III nationwide.

TABLE XXII

VII. The Russians orbited a satellite (Sputnik I) around the earth before the United States. In your opinion was this enough reason to begin a nationwide federally assisted program in science and math?

Columbia County	Yes	58%	No	42%
Hernando County	Yes	80%	No	20%
Highlands County	Yes	44%	No	56%
Total	Yes	63%	No	37%

Question number seven, sampling support for the National Defense Education Act, showed the lowest percentage of positive responses of the survey. Hernando County had 80% positive responses, the highest of the three counties for this question.

TABLE XXIII

VIII. Do you feel additional federal funds should be obtained by your local school district?

Columbia County	Yes	68%	No	32%
Hernando County	Yes	80%	No	20%
Highlands County	Yes	67%	No	33%
Total	Yes	72%	No	28%

Eighty percent of those surveyed in Hernando County indicated they were in favor of obtaining more federal funds. Columbia County and Highlands County indicated a sixty-eight and sixty-seven percent positive response to this question.

TABLE XXIV

IX. Are you now or have you ever been concerned about the Federal Government placing excessive restrictions on your local school district?

	NOW 1975			BEFORE (Five years ago)		
Columbia County	Yes 53%	No 37%	N/R 10%	Yes 42%	No 37%	N/R 21%
Hernando County	Yes 47%	No 53%		Yes 67%	No 27%	N/R 6%
Highlands County	Yes 56%	No 33%	N/R 11%	Yes 34%	No 44%	N/R 22%
Total	Yes 51%	No 42%	N/R 7%	Yes 49%	No 35%	N/R 16%

Question number nine measured the concern of the public about excessive restrictions being placed on local school districts. Slightly more then half of the respondents in Columbia and Highlands Counties indicated concern of excessive restrictions being placed on school districts by the Federal Government. Slightly less than half, 47%, of the respondents in Hernando County indicated the same concern. Only the respondents from Hernando County indicated a percentage higher than fifty percent on the

survey relating to concern of excessive restrictions five years ago.

TABLE XXV

X. In your opinion, what percent of the public in your school district supports the use of federal funds for education?

Columbia County	0 - 25%	5%	26 - 50%	42%
	51 - 75%	42%	76 -100%	11%
Hernando County	0 - 25%	7%	26 - 50%	27%
	51 - 75%	53%	76 -100%	7%
Highlands County	0 - 25%	11%	26 - 50%	45%
	51 - 75%	11%	76 -100%	11%
Total	0 - 25%	7%	26 - 50%	37%
	51 - 75%	40%	76 -100%	9%

(Some responses included no opinion)

Forty percent of those surveyed indicated 51 - 75 percent of the public support federal aid to education. The response from Hernando County, 53%, was the highest percentage of support for this item. Only seven percent of those surveyed in the three counties indicated 0 - 25 percent support for federal aid.

TABLE XXVI

XI. The Federal Government does not pay local property taxes on property owned within the school district. Are you familiar with the program to compensate for local taxes?

Columbia County	Yes	79%	No	21%
Hernando County	Yes	67%	No	33%
Highlands County	Yes	44%	No	56%
Total	Yes	67%	No	33%

Those responding to the post survey questionnaire form Columbia County indicated a seventy-nine percent understanding of the procedure used to compensate for the Federal Government not paying taxes on property owned in the local school district. Forty-four percent of those responding

from Highlands County indicated a positive response to this item. A total of sixty-seven percent from the three counties surveyed indicated an awareness of this program.

TABLE XXVII

XII. Using the rating scale below, circle the number that indicates your overall opinion of the brochure in providing information about federal programs?

	1	2	3	4	5	6	7	8	9	10
Columbia County					11%		5%	26%	21%	37%
Hernando County	6%					6%	6%	20%	28%	34%
Highlands County		11%		22%	11%	11%		11%	11%	23%
Total	2%	2%		4%	7%	5%	5%	21%	21%	33%

Question number twelve asked those surveyed to express their opinion about the brochure submitted to them containing information about federal programs. Thirty-three percent gave the brochure a rating of 10, the highest possible on a continum of 1 - 10. Only eight percent gave the brochure a rating below 5.

TABLE XXVIII

XIII. Please make suggestions for revision of the brochure.

1. Give examples of how federal aid has helped the schools directly.
2. Recommend distribution of the brochure as is.
3. Briefer, less legal terms, give examples.
4. Reword second paragraph of Title I, ESEA, under requirements to participate, fourth sentence.
5. On front cover add Federal Programs Dealing with Education.

Most of the respondents made no comment on revision of the brochure. Several complimentary comments were made. Two responses dealt with a

request for more specific examples. Another requested a briefer brochure with fewer legal terms. One request was made for rewording the fourth sentence of the second paragraph under "Requirements to Participate" in Title I, ESEA. The last suggestion was to add Education to the front of the brochure to identify the area of emphasis of the federal programs.

TABLE XXIX

THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN TWO PERCENTAGES

Item	Needs Assessment	Post Survey	Difference	Significance
I	49%	77%	28	+
II	30%	84%	54	+
III	23%	88%	65	+
IV	21%	72%	51	+
V	11%	81%	70	+
VI	13%	70%	57	+
VII	45%	63%	18	+
VIII	72%	72%	0	-
IX	66% - 53%	51% - 49%	15 - 4	+ +
X	N/A	N/A	N/A	N/A
XI	11%	67%	56	+

Table XXIX compares the percentages of positive responses on the needs assessment and the positive responses on the post survey. The .10 confidence level was used in this comparison. All items showed a significant difference between the needs assessment and the post survey with

the exception of Item VIII. The percentage in Item VIII was the same in the needs assessment and the post survey, therefore, there was no significant difference.

In comparing the percentages on the needs assessment with those of the post survey, a procedure entitled "The Significance of the Difference Between Two Percentages" by C. H. Lawshe and P. C. Baker of Purdue University was used. (See Appendix G)

CHAPTER IV

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FUTURE STUDY

A needs assessment was conducted in three Florida school districts to measure the substantive knowledge of federal educational programs by the public. The data from the needs assessment were used as a basis to develop the brochure on federal educational programs. This brochure was submitted to the School Advisory Council members along with a post survey questionnaire to see if the brochure increased the substantive knowledge of these members. The post survey was conducted, also, to get the reactions concerning federal aid to education and to get the opinion of those surveyed toward the effectiveness of the brochure.

I. SUMMARY

Questions were asked in the needs assessment and post survey about each of the federal programs included in the brochure. These programs, Title I, Title II, Title III, Federal Impact, and National Defence Education Act were chosen as the major programs to be included in the brochure since they were identified in the budget of the Columbia County School System, the home county of the practicum participant.

When asked if they were aware of the emphasis of the Title I program in their local school system, forty-nine percent of those surveyed in the needs assessment indicated they knew of the emphasis. On the post survey,

seventy-seven percent indicated awareness of Title I. This was an increase of 28 percentage points and this increase was considered significant at the .10 confidence level using a procedure developed by Lawshe and Baker of Purdue University. All other total percentages were compared using this same procedure.

The percentage indicating the greatest increase was found in question Number V. Those surveyed in the needs assessment indicated a low percentage of awareness of the restrictions placed on school districts who participate in Title II. On the post survey, a total of eighty-one percent indicated they were aware of the restrictions placed on local school systems who accept federal funds. This was an increase of 70 percentage points.

All questions, with the exception of question Number VIII, indicated a significant difference between the needs assessment and the post survey.

In question XIII the respondents indicated a need for improved public relations as their first choice of what was wrong with federally funded educational programs. In question XII improved public relations was mentioned in third place when asked what the greatest need was for federally funded educational programs. In question XIV, a lack of public knowledge about federal programs was mentioned most often.

Respondents indicated more knowledge about the Title I program than any other program receiving federal aid. This program, in the past, has received more money from the Federal Government than any other program.

Eighty percent of those responding to the question concerning the adequacy of the brochure, gave the brochure a rating of 7 or higher. Many comments were made indicating approval of the brochure. Florida State Department of Education personnel were complimentary of the brochure.

II. CONCLUSIONS

The needs assessment survey provided data to substantiate the claims that the public lacked knowledge about federally funded educational programs. A significant increase in substantive knowledge was indicated after those surveyed had access to the brochure developed as part of this practicum.

The results of this practicum indicated that the public was concerned about the excessive restrictions placed on a school district that accepts federal funds for educational programs. It appeared from the data that the brochure assisted in reducing this concern about excessive restrictions.

A high percentage of the public felt that additional federal funds should be obtained by their local school district. Many of those responding indicated that these additional funds should go for improving the school facilities (buildings) of the local school district. Others indicated that the funds should go to the school district as general aid to be used as the school system desires. The data from this practicum indicated general support by the public for federal aid to education.

The brochure was successful in increasing the substantive knowledge

of those surveyed. By providing this brochure to the public an increase in substantive knowledge on the part of the public can be expected.

Title I received the highest rating of all the programs in the needs assessment survey. Title I has received more funds in the past than any other program. This factor alone would account for this program having the highest percentage of awareness of all the programs in the needs assessment.

The selection of the School Advisory Councils as the group to be surveyed proved to be a good choice. These members were already involved in the evaluation of school programs. This factor is given credit for the large differences between the pre and post surveys. The comments (See Appendix H) made on the post survey indicate a highly positive reaction to the brochure.

III. IMPLICATIONS FOR FUTURE STUDY

The brochure should be revised annually to update the public concerning changes in federal law. A system should be developed to elicit feedback on the concerns of the public about federal aid to education. As in all phases of education, a continuous program of public relations should be developed.

This practicum did not attempt to measure a change in attitude toward federal aid. A future study, measuring the change in attitude of the public toward federal aid, would prove interesting.

A replication of this project would provide information to other counties experiencing a lag between information about a program and knowledge of the public.

APPENDIX

APPENDIX A

309 Pine Street
Lake City, Florida

The enclosed questionnaire is being distributed to a select group of individuals to sample public opinion toward federally fundad educational programs. There are no "right" or "wrong" answers to the questions and your answers will be treated confidentially. The information will be consolidated and no person will be identified with any answer given. This information will provide a basis for the development of materials to inform the public about federally financed educational programs.

Would you please take a few minutes to complete the questionnaire, place it in the self-addressed, stamped envelope and return it today? Since only a sample of the public is being surveyed it is of great importance that your reply be returned.

Thank you for your time and effort.

Sincerely,

Ottis Houston

Ottis Houston

FEDERAL PROGRAMS QUESTIONNAIRE

I. Are you aware of the area of emphasis of the Title I program in your local school district?

_____yes _____no

II. Do you understand (the procedure) how a school becomes a Title I target school?

_____yes _____no

III. Is participation in Title I in your school district limited to the poor?

_____yes _____no _____don't know

IV. Are you aware of the emphasis of the Title II program in your local school district?

_____yes _____no

V. Are you aware of the restrictions placed on school districts who participate in Title II?

_____yes _____no

VI. Are you aware of the emphasis of Title III programs nationwide?

_____yes _____no

VII. The Russians orbited a satellite (Sputnik I) around the earth before the United States. In your opinion was this enough reason to begin a nationwide federally assisted program in science and math?

_____yes _____no

VIII. Do you feel additional federal funds should be obtained by your local school district?

_____yes _____no

Please explain your answer._____

_____

IX. Are you now or have you ever been concerned about the Federal Government placing excessive restrictions on your local school district?

NOW (1974) BEFORE (Five years ago)

_____yes _____no _____yes _____no

X. In your opinion, what percent of the people in your school district support the use of federal funds for education?

_____ 0 - 25% _____ 26 -50% _____ 51 - 75%

_____ 76 - 100%

XI. The Federal Government does not pay local property taxes on property owned within the school district. Are you familiar with the program to compensate for local taxes?

_____yes _____no

XII. In your opinion, what is the greatest need of federally funded educational programs in your local school district?

_____

_____

_____

XIII. In your opinion, what is wrong with federally funded educational programs in your local school district?

_____

_____

_____

XIV. Please make any additional remarks about federal aid to education that you wish to make.

_____

_____

_____

_____

APPENDIX B

FLORIDA

APPENDIX C

FEDERAL PROGRAMS

INTRODUCTION

This brochure has been developed as a result of a needs assessment conducted in three Florida counties concerning the knowledge of the public about Federal programs. The intent of this brochure is to increase the knowledge of the public about these five programs.

NATIONAL DEFENSE EDUCATION ACT

LAW

Public Law 85-864, Title III of the National Defense Education Act of 1958. This law provided funds for improving instruction in science, mathematics, history, civics, geography, modern foreign languages, English, and reading. An amendment to the law added arts, humanities, economics, and industrial arts.

PURPOSE

The Congress of the United States became concerned about the United States falling behind in certain areas, especially science and mathematics, when compared with other major powers. Title III of the N.D.E.A. was established in order to strengthen the educational program so that the security of the United States would not be threatened. The Congress identified science, mathematics, history, civics, geography, modern foreign languages, English, and reading as those subjects which need strengthening. An Alternate Procedure is provided for in the guidelines for the acquisition of printed materials. Instructional equipment and materials may be purchased with these funds to strengthen the instructional program for students. Minor remodeling and other needs may be funded under the guidelines if special justification is provided.

REQUIREMENTS TO PARTICIPATE

Each Florida school district may submit a project to the State Department of Education covering the academic subject areas identified above. Forms are provided by the State Department of Education for the purpose of making application for NDEA funds and must adhere to deadlines set by the DOE. Projects are based on 50% federal funding and 50% local funding.

Each participating school district must conform to the provisions of Title VI of the Civil Rights Act of 1964.

Equipment and materials lists are made available to each school district. Each project, as far as practical, must conform to those items on the list. Any item not on these lists and those items marked SJR (Special Justification Required) must be accompanied by a special justification.

The Department of Education will approve each project based on the eligibility of the items and the appropriatness of the item in meeting the objective stated in the project.

RECENT CHANGES IN THE LAW

Funds for this program were impounded. Fortunately, they were later released by the courts. There have been no recent changes in NDEA.

USE OF FUNDS

NDEA funds are allocated for materials other than textbooks and supplies consumed through use. These funds must be spent within the fiscal year of their allotment. These funds must be used in the academic subject areas identified above.

ACCOUNTING FOR FUNDS

The Department of Education provides a ceiling on NDEA funds for each district. Funds not used by a district may be redistributed to another district at the discretion of the Department of Education. All records must be kept by the school district until an audit is completed or as otherwise directed by Federal Law.

RESTRICTIONS

Funds are allocated for public elementary and secondary schools only and must be spent within the year in which they are allocated. State Departments of Education are given responsibility for coordinating the application for these funds.

CONCLUSIONS

School districts are very receptive to NDEA funds on a matching basis (50% local, 50% federal). These funds have given a needed boost to instruction in the academic subject areas.

FEDERAL IMPACT

LAW

Public Law 874 of the 81st Congress. This law was approved September 30, 1950 and has been amended several times since that date. The amendments have not changed the original intent of the law to a substantial degree.

PURPOSE

The Federal Government owns property within a school district or within a reasonable commuting distance of the school district. To compensate for this property being removed from the tax roll of the district the Congress of the United States has made funds available to those school districts that qualify. The United States Government recongnizes its responsibility to provide financial assistance toward the education of the children of those employed on federal property, living on federal property, or on full-time duty with the uniformed services.

REQUIREMENTS TO PARTICIPATE

Each school district that qualifies under this law shall make an application each year for these funds.

A survey is to be made once each year (in some cases a second survey is needed) to determine the number of eligible students. The census is conducted near the beginning of the school year by sending a census card home by each eligible student, to be completed by the parent or guardian. This census must include the following information

1) students name and date of birth
2) students address as of the survey date
3) school attended and grade
4) a census date
5) the name of the parent or guardian and the employment information that causes the student to be eligible
6) a dated signature of the parent or guardian

A list of federal agencies currently eligible is made available to school districts by the federal government.

Once the census has been taken the application is then presented to the local school board for approval. The school board must approve each project before it is submitted to the Department of Education. The project is forwarded from the Department of Education to the Department of Health, Education, and Welfare in Washington, D. C. A school district may be eligible for impact aid if the average daily attendance (ADA) is 3 percent of the total ADA or 400, whichever is the lesser and is at least 10.

RECENT CHANGES IN THE LAW

Even though Congress has extended impact aid through fiscal 1978, impact aid is in trouble. A gradual phaseout is being made for children whose parents work but do not live on federal property. Some sources believe impact aid will continue to receive attention until some new substitute legislation is passed.

The recent amendments to sections 5 (d) (2) and 5 (d) (3) provide a vehicle for individual states to inclued a portion of federal impact funds in the state equalization formula. As of this time the guidelines for implementation have not been developed.

Low rent housing students are counted but to date have never been funded. It appears that partial funding may be a reality next year.

USE OF FUNDS

Impact aid is considered to be general aid. These funds may be spent for any purpose according to the wishes of the local school district. In other words, no strings are attached to these funds.

ACCOUNTING FOR FUNDS

The funds are audited through the same procedures as all other funds spent by the school district. In addition, a special audit is made of the census cards completed by the parent or guardian. This audit determines the eligibility of each student for impact aid and a final computation of funds is based on this audit.

RESTRICTIONS

The law requires that no personnel of the United States Government will exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of the local system as a result of participation in this program.

CONCLUSION

Impact aid is an especially welcomed resource to the school district due to the lack of restrictions on the use of these funds.

ESEA TITLE III - INNOVATIVE AND EXEMPLARY PROGRAMS

LAW

Elementary and Secondary Education Act of 1965, as amended in 1969, P. L. 91-230. This Act was amended again in the Educational Amendments Act of 1974. ESEA, Title III was consolidated, along with other programs, under the new name of Title IV of P.L. 93-380. Part C of Title IV is now named "innovation and support" in the new law.

PURPOSE

As the title implies, Title III provides funds to develop and test innovative solutions to educational problems based on learner needs and to share these successful practices and products with other schools and districts throughout the nation. One of the main concerns that caused Title III to be formed was the belief that significant educational changes would not take place unless the Federal Government encouraged innovative ideas in the classroom. Therefore, Title III is designed to provide supplementary services from outside the school system to the educational program to effect desired changes.

REQUIREMENTS TO PARTICIPATE

Title III funds are distributed in the form of project grants. Each allocation is based on a competitive program of project applications. Grant recipients must prepare and follow a detailed plan for project operation and management. Applications are made to the State Department of Education. Projects should be submitted before or during the year in which the funds have been allocated. Notification of funding will be made by the appropriate state educational agency.

RECENT CHANGES IN THE LAW

Title III has been amended several times but remains substantially the same. Some additional areas of emphasis were added but the main thrust remains innovative and exemplary programs. The Educations Amendments Act of 1974, consolidated Title III and other programs under Title IV. The guidelines for Title IV have not been released at this time, but from all indications "innovation and exemplary" will remain a part of the emphasis.

USE OF FUNDS

Title III funds must be used according to the project application. These funds may not be used to supplant funds already being spent but are intended to supplement the regular school program. Public and non-public schools my participate in the services provided by these funds.

Title III funds are generally provided for three years. A request for extension must be made after each year of operation.

At least 15% of these funds must be used for special programs and projects especially designed for the handicapped.

ACCOUNTING FOR FUNDS

The grant application must include a budgetary section and expenditures must be made according to this grant document. The budget will be monitored throughout the period of project eligibility. Title III funds must not supplant any funds already being used for public and non-public operations. These funds must be clearly identifiable as Title III funds and evidence provided to show that these funds are supplementary.

Careful fiscal control and fund accounting must be provided as for all other public funds.

RESTRICTIONS

Title III funds are limited to innovative and exemplary programs for elementary and secondary, public and non-public school children, and children of preschool age. Evidence must be provided that these funds are supplementary and do not take the place of funds already being spent for these programs. At least 15% of these funds are reserved for programs for the handicapped child.

CONCLUSION

Title III has had an uncertain life. There have been difficulties in funding that led some to believe that Title III would not be in existence during the 1970's. Title III is still very active. This is due, in part, to Title III personnel doing an excellent job in publicizing the success they have had. An example of this success is that 85% of the demonstrations started by Title III during the first few years were continued with local committment and that 70% have developed instructional mateerials which have been of value to other schools.

TITLE II - LIBRARY RESOURCES

LAW

Elementary and Secondary Education Act of 1965; Title II - Public Law 89-10.

PURPOSE

The Congress of the United States, realizing that teaching is becoming increasingly dependent upon effective instructional materials, made provisions for the purchase of these materials to strengthen and improve the educational quality of the instructional program. These funds are made available for school library materials high quality up-to-date textbooks, and a variety of other instructional resources.

REQUIREMENTS TO PARTICIPATE

Title II funds are expected to be supplementary and may not be used to supplant funds already being spent for these materials. Federal funds made available under Title II may not be used for repair of materials, rebinding, consumable supplies, equipment, materials for religious services or instruction. These funds must be spent for materials approved by an appropriate state or local education agency or authority.

The State Department of Education is given the responsibility for approving Title II applications from the local school district. Any private school wishing to participate in this program must submit an application through the local school district and must have filed an HEW Form 441 with the local school district.

Appropriate information must be kept on file to show that Title II funds are not being used to supplant local or state funds for these library resources or services.

RECENT CHANGES IN THE LAW

Title II funds must be spent according to relative need. A status report must be made of each public and eligible non-public school to determine relative need. Funds may not be distributed solely on a per capita basis. The basis used to determine relative need must be fully explained in the application.

USE OF FUNDS

Title II funds are made available to public and non-public schools to improve the library resources of individual schools. These funds are intended for student and teacher use.

ACCOUNTING FOR FUNDS

The State Department of Education is given the responsibility for administering funds allocated through Title II. These funds are subject to audit as are all other state and federal funds. The funds must be spent within the time frame established by the DOE.

RESTRICTIONS

Title II funds may not be used to supplant local and state funds already being spent for library resources. Any decrease in funds must be explained in the project to the satisfaction of the State Program Coordinator or face possible loss of Title II funds.

CONCLUSION

Title II funds are being expended in a vital area to improve the instructional services to students.

TITLE I, ESEA

LAW

Elementary and Secondary Education Act of 1965, Title I; Public Law 89-10. This law has been amended on several occasions but remains substantially the same. The latest amendment is included in the Education Amendments of 1974. The current Title I Law is Public Law 93-380.

PURPOSE

The purpose of Title I is to provide financial assistance to local educational agencies in meeting the high priority educational needs of educationally deprived students. These funds are allocated to local educational agencies by the U. S. Office of Education by use of a formula that determines the degree of economic deprivation. The Title I monies "flow through" the State Department of Education and the State Commissioner is accountable for the appropriate use of these funds.

REQUIREMENTS TO PARTICIPATE

A local school district must determine its eligibility by identifying the number and/or percent of low-income students residing within a school attendance zone. Each school must have a minimum number and/or 30% economically disadvantaged students or have a number and/or percentage higher than the average for the district to become a Title I target school. Part C of Title I must be used for additional or expanded services in schools having the highest percentage of economic disadvantagement of all the Title I schools. Participation in Title I is not limited to the poor, only to the educationally disadvantaged who live in eligible attendance areas. (target schools).

A needs assessment is conducted to determine the area(s) of emphasis for the Title I program. The needs are placed in priority. Each district must then determine the criteria for designating the educationally deprived. All of the educational needs of the educationally deprived students are met in the most economically deprived school before students in the next school with the highest concentration of children from low income are served. Each district must determine the grade level(s) to be served using Title I funds.

A School Board approved project application must be submitted to the Department of Education for approval. The DOE will approve the project subject to the project meeting the Title I law, rules, regulations, and guidelines. These guidelines make provision also for services to eligible students attending non-public schools. These students must be eligible under the definition of educationally deprived and they must live in a public school attendance zone that has been designated as a target school for their grade level(s). In other words, they would be eligible to participate in the Title I program if they were attending the public school serving their attendance area.

RECENT CHANGES IN THE LAW

For a number of years Title I has required that participating districts have a Parent Advisory Council. The Education Amendments of 1974 require that each Title I school provide a Parent Advisory Council and that a majority of its members be parents of eligible Title I students being served by the program. Parents are responsible for the election of their parent representatives. This council has the responsibility of assisting in the planning and evaluation of the Title I program.

USE OF FUNDS

ESEA, Title I funds are designated to be used to improve instructional and supportive services to educationally deprived students. These funds must not supplant funds already being spent in the regular program for services to these students. A comparability report must be made each year to the Department of Education using data collected on a date designated by the U.S. Commissioner of Education to show that Title I schools have an equitable share of the local and state funds.

Title I funds have provided approximately $300 more of instructional and supportive services per Title I student than for a non-Title I student. The total number of students that can be served by the Title I program is determined by dividing the total allocation of the district by $300.

A portion of the Title I funds, computed by use of the current indirect cost factor for the school district, may be used to compensate for the costs for these programs.

ACCOUNTING FOR FUNDS

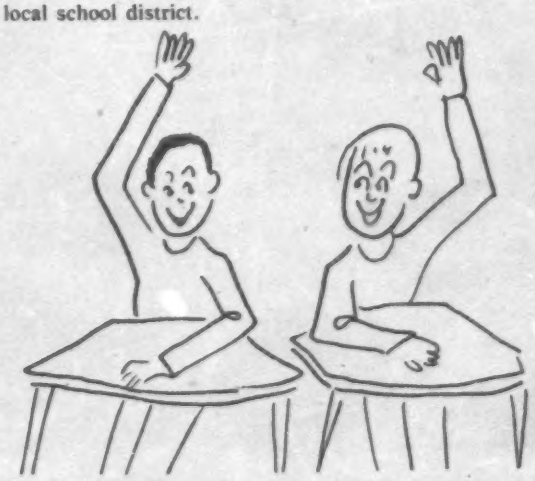
On-site review visits are made by State Title I personnel to determine whether the instructional program is being implemented as approved in the project application and that the funds are being spent in accordance with Title I law, rules, regulations, and guidelines. In addition, federal auditors periodically audit the spending of these funds in accordance with acceptable fiscal procedures.

RESTRICTIONS

School districts must determine eligibility of each school attendance zone, including non-public school students, to participate in Title I programs. Only those students meeting the criteria for economic disadvantagement can be used to identify target schools. Only those students meeting the criteria for educational disadvantagement may be served through the use of Title I funds.

CONCLUSION

Title I has, by far, the largest appropriation of federal funds being distributed to the local school districts through the state. Title I is designed to improve the educational achievement level and opportunities of those students who are educationally deprived as determined by the selection criteria as defined by the local school district.



Ralph D. Turlington
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
WOODROW J. DARDEN
DIRECTOR

February 6, 1975

Mr. Ottis Houston
309 Pine Street
Lake City, Florida

Dear Mr. Houston:

In response to your letter and materials, I read with interest the material that has been selected for distribution in the three counties to increase the knowledge of the public concerning Title I. My reactions are written in on your paper. I trust they may be useful to you. You seem to have a good capsule, suscinct presentation which should be helpful to those who receive it. Which, in this case I imagine, are those persons in your selected three counties who participated in your survey.

Good luck with your practicum to improve some aspect of the educational program, increasing the knowledge of the public concerning Federal programs.

Best wishes in your endeavors.

Sincerely,

Charlotte

Charlotte C. White

cwh

Ottis, Bob Brewer sends greetings also.
Best luck in your program.
CW.

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

49

February 19, 1975

Mr. Ottis Houston
309 Pine Street
Lake City, Florida 32055

Dear Mr. Houston:

I have your paper on Federal Impact Funds and feel that you have done a good piece of work. The following notations are made for your benefit:

p. 2 Eligible federal property lists are provided by the USOE.

p. 3 You may want to mention the possibility of incorporating part of these funds into the equalization formula. (This will swap state dollars for federal dollars).

p. 3 Low rent housing may start getting some payments next year. No promise! !

The above suggestions may be too technical to consider in your paper depending on your purpose.

Sincerely,

Gilbert L. Gentry

Gilbert L. Gentry, Chief
Bureau of District School Finance
and Business Management

GLG:tb
Enclosure

Ralph D. Turlington
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

50

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
WOODROW J. DARDEN
DIRECTOR

February 10, 1975

Mr. Ottis Houston
309 Pine Street
Lake City, Florida 32055

Dear Mr. Houston:

Thank you for the opportunity to comment regarding the information you put together about Title II of ESEA and Title III of NDEA.

This information should be very helpful to someone with little knowledge of these programs.

I have written in a few suggestions on the attached copy of your brochure and hope that they will be of help.

Please feel free to contact me if additional information is needed. Thank you for your efforts in behalf of these programs.

Sincerely,

Joe Taranto

Joseph C. Taranto
Coordinator, ESEA Title II
and NDEA Title III

JCT:bsl

Attachment

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

Ralph D. Turlington
COMMISSIONER

February 24, 1975

Mr. Ottis Houston
309 Pine Street
Lake City, Florida 32055

Dear Mr. Houston:

Thank you for your interest in educational development sponsored through Title III of the Elementary and Secondary Education Act. I have read with interest and care the attachment to your recent letter. Provided below, by topic, is a reaction to that overview.

TITLE

ESEA, Title III (P.L. 91-230) was designed to support the development of innovative and exemplary programs for elementary and secondary education. The word "experimental" implies "research." The connotation of research is not an accurate descriptor of ESEA, Title III. Projects, in their developmental efforts, generally attempt to apply the findings of research in designing and testing innovative methods and materials. Therefore, projects seldom engage in what is generally defined as "research" by the academic community.

LAW

ESEA, Title III, as currently constituted, is Title III of the Elementary and Secondary Education Act of 1965, as amended in 1969, P.L. 91-230. However, the Act was amended again in the Educational Amendments Act of 1974, which was signed into law by the President in late 1974. ESEA, Title III was consolidated, along with other programs, under the new name of Title IV of P.L. 93-380. Part C of Title IV is now named "innovation and support" in the new law. The law calls for a phasing-in of Title IV in the 1976 fiscal year. During FY 76, one half of the allocation will be managed under Title III and the remaining amount under Title IV. The guidelines for Title IV are to be released in the Federal Register within several weeks.

PURPOSE

The purpose of ESEA, Title III has been and remains to be two-fold in nature. The first purpose is to develop and test innovative solutions to educational problems based on learner needs. And, the second purpose is to share successful practices and products with other schools and districts throughout the nation.

REQUIREMENTS

ESEA, Title III funds are awarded, on a competitive basis, to local educational agencies for the purpose of developing or demonstrating innovative practices. Development-oriented grants may be issued each year, up to three years, for the purpose of developing and testing a new practice. Demonstration grants may be issued each year, up to two years, for the purpose of demonstrating a new practice and providing training and assistance to adoptors.

Grant recipients must prepare and follow a detailed plan for project operation and management. The non-public sector of education is allowed, under the law, to participate in project activities and receive the benefits of its services.

Rather than discuss the other elements of ESEA, Title III, I am enclosing a copy of Florida's Manual for Applicants and Grantees (1974) which provides program related information.

I hope the information provided is sufficient for your needs. If you should desire additional information about our program, please contact me. I will be happy to provide further assistance.

Again, thank you for your interest in quality and imagination in education--ESEA, Title III.

Sincerely,

Leo H. Howell, Jr.
Administrator
Educational Innovations

LHH:clc

Enclosures

APPENDIX E

309 Pine Street
Lake City, Florida
March 24, 1975

A survey was made during the Fall of 1974 to determine the extent of knowledge of the public concerning federal programs. It was concluded from this survey that a high percentage of the public needed additional information. The enclosed brochure has been developed to supply this information to the public. In addition, this brochure is being used as partial fulfillment of a requirement for the EdD Degree from Nova University.

Your assistance is needed in this post survey to assist in determining the effectiveness of the brochure in expanding the knowledge of the public about federal programs. Would you please read the brochure, complete the questionnaire, and mail it in the self-addressed envelope provided for your use? Only a sample of the public in Columbia, Hernando, and Highlands Counties is being surveyed, therefore, it is of great importance that your reply be made. My goal is 100% return within seven (7) days.

Thank you for your time and effort.

Sincerely,

Ottis Houston

Ottis Houston

FEDERAL PROGRAMS QUESTIONNAIRE (FINAL)

I. Are you aware of the area of emphasis of the Title I program in your local school district?

_____yes _____no

II. Do you understand (the procedure) how a school becomes a Title I target school?

_____yes _____no

III. Is participation in Title I in your school district limited to the poor?

_____yes _____no

IV. Are you aware of the emphasis of the Title II program in your local school district?

_____yes _____no

V. Are you aware of the restrictions placed on school districts who participate in Title II?

_____yes _____no

VI. Are you aware of the emphasis of Title III programs nationwide?

_____yes _____no

VII. The Russians orbited a satellite (Sputnik I) around the earth before the United States. In your opinion was this enough reason to begin a nationwide federally assisted program in science and math?

_____yes _____no

VIII. Do you feel additional federal funds should be obtained by your school district?

_____yes _____no

IX. Are you now or have you ever been concerned about the Federal Government placing excessive restrictions on your local school district?

NOW (1975) BEFORE (Five years ago)

_____yes _____no _____yes _____no

X. In your opinion, what percent of the public in your school district supports the use of federal funds for education?

_____0 - 25% _____26 - 50% _____51 - 75% _____76 - 100%

XI. The Federal Government does not pay local property taxes on property owned within the school district. Are you familiar with the program to compensate for local taxes?

_____yes _____no

XII. Using the rating scale below, circle the number that indicates your overall opinion of the brochure in providing information about federal programs?

1 2 3 4 5 6 7 8 9 10
LOW HIGH

XIII. Please make your suggestions for revision of the brochure.

_____

_____

_____

_____

RESULTS OF THE PRE-SURVEY CONCERNING FEDERAL PROGRAMS

I. Are you aware of the area of emphasis of the Title I program in your local school district?

Columbia County	Yes 64%	No 36%
Hernando County	Yes 38%	No 62%
Highlands County	Yes 33%	No 67%
Total	Yes 49%	No 51%

II. Do you understand (the procedure) how a school becomes a Title I target school?

Columbia County	Yes 32%	No 68%
Hernando County	Yes 31%	No 69%
Highlands County	Yes 22%	No 78%
Total	Yes 30%	No 70%

III. Is participation in Title I in your school district limited to the poor?

Columbia County	Yes 14%	No 27%	Don't know 59%
Hernando County	Yes 25%	No 19%	Don't know 56%
Highlands County	Yes 56%	No 22%	Don't know 22%
Total	Yes 26%	No 23%	Don't know 51%

IV. Are you aware of the emphasis of the Title II program in your local school district?

Columbia County	Yes 23%	No 77%
Hernando County	Yes 25%	No 75%
Highlands County	Yes 11%	No 89%
Total	Yes 21%	No 79%

V. Are you aware of the restrictions placed on school districts who participate in Title II?

Columbia County	Yes	5%	No	95%
Hernando County	Yes	19%	No	81%
Highlands County	Yes	11%	No	89%
Total	Yes	11%	No	89%

VI. Are you aware of the emphasis of Title III programs nationwide?

Columbia County	Yes	14%	No	86%
Hernando County	Yes	13%	No	87%
Highlands County	Yes	11%	No	89%
Total	Yes	13%	No	87%

VII. The Russians orbited a satellite (Sputnik I) around the earth before the United States. In your opinion was this enough reason to begin a nationwide federally assisted program in science and math?

Columbia County	Yes	41%	No	59%
Hernando County	Yes	56%	No	38% (one no response)
Highlands County	Yes	33%	No	56% (one no response)
Total	Yes	45%	No	51%

VIII. Do you feel additional federal funds should be obtained by your local school district?

Columbia County	Yes	64%	No	36%
Hernando County	Yes	81%	No	19%
Highlands County	Yes	78%	No	22%
Total	Yes	72%	No	28%

IX. Are you now or have you ever been concerned about the Federal Government placing excessive restrictions on your local school district?

	NOW (1974)		BEFORE (Five years ago)	
Columbia County	Yes 68%	No 18%	Yes 59%	No 9%
Hernando County	Yes 69%	No 31%	Yes 31%	No 31%
Highlands County	Yes 56%	No 33%	Yes 78%	No 22%
Total	Yes 66%	No 26%	Yes 53%	No 19%

(Many surveys did not have a response to both items. Others had no opinion.)

X. In your opinion, what percent of the people in your school district support the use of federal funds for education?

Columbia County	0 - 25% 9	26 - 50% 27	51 - 75% 45	76 - 100% 9
Hernando County	0 - 25% 6	26 - 50% 25	51 - 75% 56	76 - 100% 6
Highlands County	0 - 25% 11	26 - 50% 22	51 - 75% 44	76 - 100% 22
Total	0 - 25% 9	26 - 50% 26	51 - 75% 49	76 - 100% 11

(Some responses included no opinion.)

XI. The Federal Government does not pay local property taxes on property owned within the school district. Are you familiar with the program to compensate for local taxes?

Columbia County	Yes 14%	No 86%
Hernando County	Yes 6%	No 94%
Highlands County	Yes 11%	No 89%
Total	Yes 11%	No 89%

The responses given to questions 12, 13, and 14, that follow, are taken verbatim from the questionnaire. The investigator did not attempt to change the response grammatically or to improve on the spelling.

XII. In your opinion, what is the greatest need of federally funded educational programs in your local school district?

1. reading, math
2. We are five years behind in our building program. We need these funds to help catch up in our school building program.
3. To revamp the whole federal program.
4. Teaching the children to read and retain what they read. Also, a great emohasis could be used to teach simple math to some of the same catogeries.
5. Larger reading program. It needs to reach more children.
6. Classrooms. Quality education to allow our students to be competitive past grade 12. New schools are nice but not the most important thing in our educational system. Quality in instruction 1st and quality materials for them to use.
7. Good vocational school (potential drop out) (socially maladjusted)
8. The greatest need is for this program to help children who are having problems in the regular school subjects. We have been able to receive more books of interest to the growing child.
9. Improve the reading ability and spelling.
10. Do not feel well enough informed to comment on this.
11. To further reading tutoring, more vocational courses.
12. A little too dictatorial since I feel school districts are not exactly the same throughout the U.S.
13. More classrooms for smaller classes.
14. More vocational and special programs for academic advancement.
15. Federal funds for N.Y.U. programs to help under privileged children with employment.
16. I feel that people involved with federal funds tend to waste money on frivolous innovations rather than basic teaching.
17. Special classes for low learning students, speech therapy. Expanding schools and more teachers then the classrooms will not be overcrowded with students.
18. Schools
19. Most people do not understand how federal funds are being spent. These programs need to be explained to the public. Greater emphasis should be placed on reading and math in our county.
20. Publicize the use of these funds.
21. To get the people to understand what the funds are used for.
22. Construction of school buildings.
23. We need more classrooms, teachers and supplies. The county is growing rapidly which makes it hard to keep up.
24. Education of the public.
25. More educational facilities.
26. A need for media resources. We know that such a program exists but to date, we haven't been able to obtain funds for it.
27. Help to teach reading.
28. More money.
29. Our greatest need from the Federal Government is more funds for school construction and to help relieve over-crowded schools.
30. More text books, additional language cources in the elementary schools.

31. The teaching of reading.
32. Publicity for the programs.
33. Reading and money to build schools.
34. To help reach all the children with different programs to help the child learn better.
35. Kindergarten and migrant programs are good, Capitol outlay funds would be valuable.
36. Affective and value training programs for students, teachers, administrators, and parents.

XIII. In your opinion, what is wrong with federally funded educational programs in your local school district?

1. Let the public know what the schools are doing. The new law that makes the schools give a report at the end of the year is good.
2. The public does not understand federal funds.
3. I don't feel like nothing is wrong, because I have seen the result of it helping many children.
4. Overload of paper work, takes teacher's time from children.
5. I have no complaint
6. They don't teach reading.
7. If people could understand what is happening with these funds I don't think anything would be wrong.
8. They are taken advantage of by people that could help themselves but as long as we do the job for them they will never mature and take care of themselves.
9. There seems to be too much paper work and too many guidelines.
10. Higher taxes.
11. There are many federally funded programs in existence but when applied for the funds are not allocated.
12. People need to know how the money is being spent.
13. No body knows about them.
14. Too many restrictions placed on the funds.
15. There is nothing wrong with federally funded educational programs, because all programs have their restrictions one way or the other.
16. The schools don't let the parents know what is happening with these funds.
17. Nobody understands what the funds produce.
18. The program needs to be explained to the public.
19. It is too hard to get the money. The government has so much red tape and paper work.'
20. Not familiar enough with programs to know which are federally funded.
21. I don't find anything wrong with the federally funded programs in my district.
22. I am told that the amount of funds allocated are not definitely reliable enough nor available early enough for adequate planning.

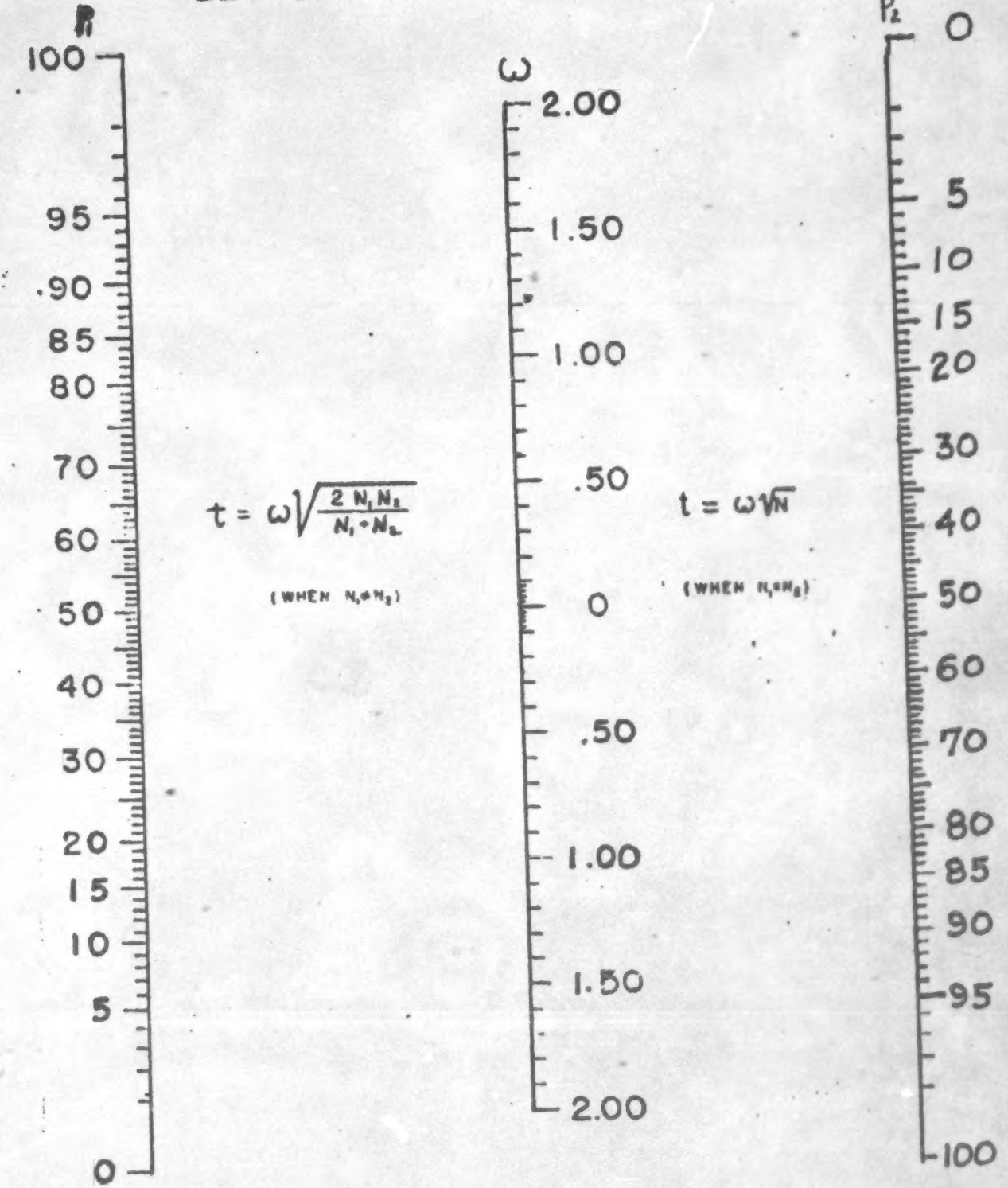
23. Not continued into upper grades. No follow-up!
24. They don't reach enough people.
25. The administrators are reluctant tc involve the school until the 12th hour resulting in a poorly organized program.
26. The people need to be made aware of them.

XIV. Please make any additional remarks about federal aid to education that you wish to make.

1. Many of the lay public are not knowledgeable of existing federal aid to education, or of the implications of such aid.
2. School Boards should hire people just to oversee these programs and nothing else. Then the public would understand what these programs are doing for the children.
3. I'm all for federal aid to education if it takes this for the children to obtain the skill of reading. We certainly cannot neglect the fact that there are children who need special help in many fields.
4. I realize that if you accept federal aid there are always restrictions and qualifications but it seems we need federal aid in order to stay competitive.
5. I need to know more about federal aid to education. I feel that the average person in my district would be unable to answer these questions intelligently.
6. I would like to see more federally funded programs in my district.
7. To see that the needed students receive the information.
8. I wonder if the general public knows much more than I on these programs. Also, feed-back from educators on the local level should receive special emphasis--that"s really "where it's at".
9. Against federal stand on busing, prayer in school, and insistance of minority race teachers instead of qualified teachers.
10. As happens with most large businesses, there is a great deal of waste and I feel that, in general, inefficiency increases or worsens the larger a business becomes. (So we can't escape from reality.) Of course the argument against mine is that such a setup (with inefficiency) creates more jobs with more employment. But, I also contend that the administrators handling the government funds for education tend to lose sight of the student as an individual. I think that, generally speaking, each principal (and NOT the superintendent of schools) should have some freedom and some say so as to how funds appropriated might be used at his or her school. After all, most principals are mature adults.
11. The local school board should not be too restricted in the use of federal aid yet some restrictions are needed to insure that the aid is used for the purpose it is meant to be used. I would like to see federal aid put into the general budget to be used in all areas of education so as to benefit everyone not just a few. Building new classrooms for smaller classes is the best example of use in that way.

12. Lack of faith between county, state and federal government in funding programs. Teachers should be involved in planning. They are aware of the situations that an administrator or elected official never comes in direct contact with. It would make for a better all around program. It seems federal aid is gotten and then dumped in their laps and they are told to do such and such by certain date or you lose it. If they had been involved it would be a smoother process.
13. I do not agree with the policy of buying not needed supplies or equipment in order to get the same amount or a larger amount of money for the next year. I also feel that the federal government initiates programs for short periods of time and then expects the state or county to continue them without the benefit of federal funds. I feel that the government is too far removed to understand local problems.
14. Each family should be levied equally for education to a certain degree. Every time the government takes responsibilities of parents, they depend on it more and more. It is not fair for the middle income families to bear the burden of the cost of education of the majority of this nation's children, when many parents are equally as able to work. We give everyone an equal opportunity to education but we should also make it imperative that everyone that is able should also work and provide for their own children. The tax burden could then be more equally shared.
15. I really think federal aid to education is appreciated by all school districts but I don't like the different set of standards and guidelines we must have in order to get federal aid.
16. Federal aid should be allocated according to need and on an equal basis.
17. More publicity is needed on federal programs.
18. I feel as a tax payer, that the Federal Governments waste or puts other priorities before the education of our children who will be the leaders of our nation in the future. The condirion of our nation today is evidence enough that this policy cannot and should not continue. In our district our schools are five years behind in school construction with the growth of our county. I feel more Federal aid should be allocated for this and less money spent on studies on "Why Frisbies Fly?"; "Why children fall off tricycles?" etc. In short I feel that more of our tax money should go to our school system with less restrictions. I feel that our school officials know more about the need of our school and how the money should be spent than the federal government since they are not in the classrooms and school systems. The Federal Government has enough problems of it's own to solve without interferring in the local needs of each school in the country.
19. I believe that the federal aid should continue, because it is helpful to insert many educational programs in the school to help the average if not the below average.
20. I think it is vitally needed for higher education (colleges and universities). I feel local K-12 schools should remain more locally financed.
21. I think it should be better handled for the local needs of each school district - easy to say, hard to do, I know.

THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN TWO PERCENTAGES



C H LAWSHE & P C BAKER
PURDUE UNIVERSITY

APPENDIX H

SUGGESTIONS FOR REVISION OF THE BROCHURE

1. This brochure is the best of its kind I have seen. It is brief and to the point but gives much information. The only change I could suggest is further clarification of the last sentence on the first page of the information on "Federal Impact". "A school district may be eligible for impact aid if the average daily attendance (ADA) of eligible students is 3 percent of the total ...." Also, the last sentence in the ESEA Title III section has an error in spelling - materials instead of mateerials.

2. The brochure is well drawn (sic) to increase the knowledge of the Federal Program getting some segments of society to study these.

3. Until I received this Federal Program Brochure I was unaware of most of the information. I would recommend distribution of this brochure.

4. I would certainly like to see more done for college bound pupils in the way of offering prep courses in Senior year. So much is done for slow learners, which is wonderful, but it is a shame we forget the bright ones.

5. Very good as is.

6. Very well prepared. Only one suggestion, on front cover of brochure add, "Federal Programs dealing with Education".

7. Excellent presentation, see no need for change.

8. No suggestions. I thought it was well-organized and information.

9. I feel that the brochure is adequate.

10. Title I, ESEA - Requirements to Participate, 2nd paragraph - third sentence is not worded clearly - before students in the school with the next highest concentration of children from low-income are served.

11. Briefer, less legal terms, more examples.

12. For further identification, you could include specific examples of these programs in the three county areas. It also might aid in encouraging support for obtaining these funds. Otherwise, very well done.

13. Shorter and simpler language. Many of the people (public) involved could not understand this.

14. If it is your goal to inform a substantial majority of parents, then some attention should be given to the simplification of your vocabulary in describing these programs.

15. Get it together and tell it like it is.

16. The brochure should include some of the vital educational areas in which these funds have already helped the schools, to which aid has been applied, and how progressive these areas are with the funds.

17. Your questions regard local programs. The brochure deals only with these programs on the broader federal level. Otherwise, very well done.

18. I read the brochure because I'm interested in media research and I appreciate what you're trying to do. I can recall the "National Defense Education Act" and "Library Resources" and what they are about. I couldn't recall which was Title I, II, III, or what. Other than the two mentioned above, I couldn't find enough interest to read the rest of the brochure.